

J C LYNCH ELEMENTARY

124 Hicks Road
Coward, SC 29530

GRADES K-5 Elementary School

ENROLLMENT 399 Students

PRINCIPAL Donna D. Goodwin 843-389-3323

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Dr. John F. Coleman 843-374-2224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	26	60	6	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

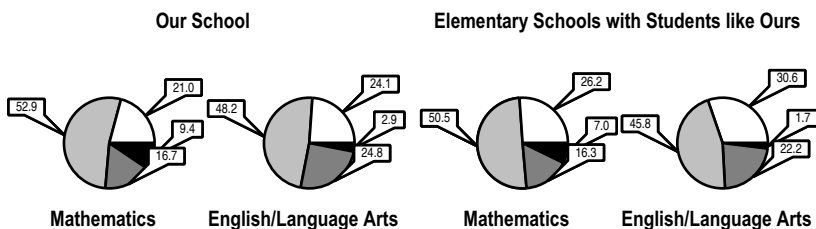
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Good	Average	N/A
2003	Good	Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	48	41
Percent satisfied with learning environment	100.0%	75.0%	97.5%
Percent satisfied with social and physical environment	100.0%	70.2%	77.5%
Percent satisfied with home-school relations	92.6%	72.9%	97.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	152	99.3	24.1	48.2	24.8	2.9	27.7	17.6
Gender								
Male	64	98.4	24.1	48.1	27.8	N/A	27.8	17.6
Female	88	100.0	24.1	48.2	22.9	4.8	27.7	17.6
Racial/Ethnic Group								
White	115	100.0	23.1	43.5	29.6	3.7	33.3	17.6
African-American	35	97.1	25.9	66.7	7.4	N/A	7.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	115	100.0	15.4	51.0	29.8	3.8	33.7	17.6
Disabled	37	97.3	51.5	39.4	9.1	N/A	9.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	152	99.3	19.0	50.8	27.0	3.2	30.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	152	99.3	19.0	50.8	27.0	3.2	30.2	17.6
Socio-Economic Status								
Subsidized meals	108	99.1	26.3	56.8	14.7	2.1	16.8	17.6
Full-pay meals	44	100.0	19.0	28.6	47.6	4.8	52.4	17.6

Mathematics								
All students	152	100.0	21.0	52.9	16.7	9.4	26.1	15.5
Gender								
Male	64	100.0	20.0	54.5	16.4	9.1	25.5	15.5
Female	88	100.0	21.7	51.8	16.9	9.6	26.5	15.5
Racial/Ethnic Group								
White	115	100.0	15.7	54.6	17.6	12.0	29.6	15.5
African-American	35	100.0	42.9	42.9	14.3	N/A	14.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	115	100.0	9.6	60.6	18.3	11.5	29.8	15.5
Disabled	37	100.0	55.9	29.4	11.8	2.9	14.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	152	100.0	15.7	56.7	17.3	10.2	27.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	152	100.0	15.7	56.7	17.3	10.2	27.6	15.5
Socio-Economic Status								
Subsidized meals	108	100.0	28.1	53.1	12.5	6.3	18.8	15.5
Full-pay meals	44	100.0	4.8	52.4	26.2	16.7	42.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	42	N/A	31.0	38.1	28.6	2.4	31.0
	Grade 4	54	N/A	14.8	51.9	29.6	3.7	33.3
	Grade 5	45	N/A	22.2	64.4	13.3	N/A	13.3
	Grade 6	43	N/A	27.9	39.5	30.2	2.3	32.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	98.1	22.2	44.4	26.7	6.7	33.3
	Grade 4	46	100.0	23.3	48.8	25.6	2.3	27.9
	Grade 5	54	100.0	26.5	51.0	22.4	N/A	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	42	N/A	40.5	45.2	11.9	2.4	14.3
	Grade 4	54	N/A	24.1	44.4	20.4	11.1	31.5
	Grade 5	45	N/A	15.6	37.8	31.1	15.6	46.7
	Grade 6	43	N/A	25.6	30.2	27.9	16.3	44.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	100.0	26.1	56.5	13.0	4.3	17.4
	Grade 4	46	100.0	23.3	53.5	18.6	4.7	23.3
	Grade 5	54	100.0	14.3	49.0	18.4	18.4	36.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 399)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	95.4%	Down from 95.5%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.5%	Down from 15.3%	10.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.5%	Up from 12.3%	8.9%	8.0%
Older than usual for grade	7.0%	Up from 2.5%	1.4%	1.1%
Suspended or expelled	0.0%	Down from 1.9%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	37.0%	Up from 25.9%	44.5%	50.0%
Continuing contract teachers	92.6%	Up from 74.1%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.5%	Down from 83.2%	86.0%	86.2%
Teacher attendance rate	97.2%	Up from 95.2%	95.1%	95.3%
Average teacher salary	\$38,401	Up 9.5%	\$39,369	\$39,909
Prof. development days/teacher	12.8 days	Up from 9.5 days	12.0 days	11.4 days

School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio	16.4 to 1	Up from 15.5 to 1	18.7 to 1	18.9 to 1
Prime instructional time	91.1%	Up from 90.1%	89.6%	89.7%
Dollars spent per pupil*	\$6,137	Up 10.0%	\$6,042	\$5,892
Percent spent on teacher salaries*	58.3%	Down from 63.4%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.0%	Up from 73.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was very exciting for the students, faculty and staff of J. C. Lynch Elementary School as we celebrated our theme "Busy Growing The Future." The highlights of our year included being named a Red Carpet School in May, working towards our Southern Association of Colleges and Schools (SACS) accreditation and achieving a rating of good on our absolute academic performance on the school report card. These accomplishments, along with the Palmetto Gold award last year, indicate the commitment that our students, faculty, staff and community take in the continual improvement of our school.

During the year, students, families and staff participated in a variety of academic, social and community activities. Staff development focused on the South Carolina Curriculum Standards and preparation for our SACS accreditation process. Our teachers attended workshops, conferences and visited other schools to enhance the instructional program at J. C. Lynch Elementary. Fifty-six percent of the faculty is currently enrolled in graduate courses to benefit our children. Many students in grades three through five participated in the After School Program to assist them in meeting the goals of their academic plans. Our PTO sponsored a Valentine's gift program, a dance and a volunteer in-service. They also purchased a wonderful popcorn machine that will be used for years to come. Reading was the focus of our academic program this year. Students read each month to achieve their personal goals for Accelerated Reader. Each month the students were rewarded with a different incentive. The highlight of these incentives was the trip to see the movie "The Santa Clause" in December.

J. C. Lynch Elementary School received an absolute rating of good on the Palmetto Achievement Challenge Test (PACT). The staff implemented several new programs to boost our improvement rating this year from average to excellent. Special area teachers assisted in select classrooms with small reading groups. Teachers sent assignments electronically to the computer lab to ensure a smooth delivery of instruction throughout the school day. Although we are very proud of our progress, our goal is excellence in all areas. We will continue to strive to meet this challenge.

The motto of J. C. Lynch Elementary School is "Busy Growing The Future." On behalf of the faculty and staff, I invite you to take an active role in educating our future leaders and join us as we strive to meet the needs of our students and community.

Donna D. Goodwin
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.